

Correcting Stereotypes

Theme and Level

Theme: Evaluate Options

Level: Getting Started, Looking Deeper

At a Glance

Students review various media to locate examples of gender stereotypes and bias and then design revisions to eliminate bias in the examples.

Time: 100 minutes (across two class periods).

Essential Questions

- Where and how are stereotypes displayed?
- What can I do to eliminate stereotypes?

Preparation

- Reserve computer lab with overhead projector enabled for Day One
- Set up projector with classroom computer for Day Two
- Ensure classroom and lab have sufficient open space for activity
- Establish CIS portfolios before this lesson
- Prior to activity ask students to bring in their favorite music, shows or movies, video games, YouTube videos, magazines, books, or other publications that include examples of stereotypes
- Collect additional examples of media containing stereotypes
- Provide necessary equipment for groups to share examples
- Print *Correcting Stereotypes Worksheet*, one per student

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them recognize gender stereotyping, particularly as it relates to careers.
2. Divide the class into groups of four. Distribute various forms of media described above to the groups for review. Assign students to spend fifteen minutes locating as many examples of stereotypes as possible as they listen to, watch, or read their assigned media.
3. Show PPT Slide 2. Distribute the *Correcting Stereotypes Worksheets* and ask students to briefly describe their examples on the worksheet in the first column.
4. Collect and redistribute the worksheets to different groups.
5. Ask groups to revise the first examples to present an unbiased portrayal, recording it in the second column. Advise groups to log into CIS and use CIS Occupations to create unbiased occupational descriptions.
6. Ask each group to select its most clever revision to present to the class.
7. Facilitate a class vote on the best revision.
8. Discuss what students have learned.
9. Show PPT Slide 3. Review the assignment: Students are to interview a family member, friend or neighbor about their perceptions of how women are portrayed on television (versus how men are portrayed) before Day Two.
10. Assign students to briefly summarize the results on paper to present to the next session of this class.

Day 2

1. Students share and discuss interview summaries.
2. Discuss the impact of the media on people's stereotypical attitudes.
3. Show PPT Slide 4. Lead students in a discussion on stereotyping in general, its meaning and impact on others, and ways that they can contribute to a decrease in stereotyping.

Variations and Accommodations

- Invite guest speakers from non-traditional careers to speak to the class on Day Two.
- Invite a media representative to talk to the class about stereotypes in the media.
- Students could use just one form of media to complete this assignment.
- Students could work in teams for this entire assignment.
- Students needing special assistance should be paired with a helpful group member for the activity.

Assessment

Use the *Correcting Stereotypes Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with overhead projector and CIS access for Day One

Classroom with computer, overhead projector and CIS access for Day Two

Electronic equipment needed to play media

[Correcting Stereotypes \(PPTX\)](#)

[Correcting Stereotypes Worksheet \(PDF\)](#)

[Correcting Stereotypes Worksheet \(DOCX\)](#)

[Correcting Stereotypes Scoring Guide \(PDF\)](#)

[Correcting Stereotypes Scoring Guide \(DOCX\)](#)

Music, TV shows or movies, video games, magazines, books, other publications

Goals and Standards

Common Core State Standards

- English Language Arts Career Anchor: Reading Informational Text
- English Language Arts Career Anchor: Language
- English Language Arts Career Anchor: Writing

- Mathematical Practice: Attend to Precision
- Mathematical Practice: Look for an Make Use of Structure

National Career Development Guidelines

- GOAL PS2 Develop positive interpersonal skills including respect for diversity.
- GOAL PS3 Integrate growth and change into your career development.

American School Counselor Association

- Personal/Social Development

Bloom's Taxonomy: Evaluating, Applying, Creating

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Create Relationships with Adults that Support Success
- Demonstrate Empathy
- Demonstrate Ethical Decision-Making and Social Responsibility
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment